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THE RELATIONSHIP BETWEEN EGO IDENTITY STATUS, CONFORMITY  
BEHAVIOR, AND PERSONALITY IN COLLEGE STUDENTS

by

John Harold Ryan

A dissertation submitted in partial fulfillment  
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Psychology

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1983

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A handwritten signature in dark ink, appearing to read "David H. Ryan". The signature is fluid and cursive, with a long horizontal stroke extending to the right.



## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT.....	ii
LIST OF TABLES.....	vi
ABSTRACT.....	viii
Chapter	
I. INTRODUCTION.....	1
Statement of the Problem.....	3
Purpose.....	5
Limitations.....	6
II. REVIEW OF LITERATURE.....	9
Ego Identity.....	9
Ego Identity and Personality.....	18
Ego Identity and Sex Difference.....	21
Conformity Behavior.....	25
Summary.....	28
III. METHODOLOGY.....	30
Sample.....	30
Instrumentation.....	31
Objective Measure of Ego Identity	
Status (OM-EIS).....	31
Test of Attentional and Inter-	
personal Style (TAIS).....	32
Asch Conformity Task.....	37
Classification of Subjects.....	40
Training of Confederates.....	41
Experimental Treatment.....	41
Data Analysis.....	43
Identity and Conformity Behavior.....	43
Identity and Personality.....	43
Conformity Behavior and Personality.....	44
IV. RESULTS.....	45
Identity Status and Conformity	
Behavior.....	46

## TABLE OF CONTENTS (Continued)

Chapter	Page
Identity and Personality.....	49
Male Sample.....	50
Female Sample.....	53
Conformity Behavior and Personality.....	57
Summary.....	66
V. DISCUSSION.....	70
Discussion of Empirical Data.....	70
Identity and Conformity Behavior.....	70
Identity and Personality.....	72
Conformity Behavior and Personality..	75
General Discussion.....	77
Implications for Further Research.....	79
REFERENCES.....	81
APPENDICES.....	87
Appendix A: Tables.....	88
Table 14.....	88
Table 15.....	89
Table 16.....	90
Appendix B: Objective Measure of Ego Identity Status (OM-EIS)....	91
Appendix C: Test of Attentional and Interpersonal Style.....	95
Appendix D: Standard and Comparison Lines for the Asch Conformity Task.....	102
Appendix E: Release of Information.....	103
Appendix F: Instructions to Participants for Experimental Treatment.....	104
VITA.....	105

## LIST OF TABLES

Table	Page
1. Presence (+) or Absence (-) of Crisis and Commitment in the Ego Identity Statuses . . . . .	15
2. Scales of the Test of Attentional and Interpersonal Style (Nideffer, 1977) . . . . .	34
3. Means and Standard Deviations of Conformity Scores for The Asch Task . . .	47
4. Discriminant Function Coefficients, Mean Scores and Standard Deviations Between Identity Status Groups and Scales of the Test of Attentional and Interpersonal Style: Males . . . . .	51
5. Percentage of Males Correctly Classified by the Test of Attentional and Interpersonal Style (TAIS) on Discriminant Function . . . . .	52
6. Discriminant Function Coefficients, Mean Scores and Standard Deviations Between Identity Status Groups and Scales of the Test of Attentional and Interpersonal Style: Females . . . . .	55
7. Percentage of Females Correctly Classified by the Test of Attentional and Interpersonal Style (TAIS) on Discriminant Function . . . . .	56
8. Correlation of Predictor Variables for the Test of Attentional and Interpersonal Style with Conformity Scores: Males . . . . .	58
9. Correlation of Predictor Variables for the Test of Attentional and Interpersonal Style with Conformity Scores: Females . . . . .	60

## LIST OF TABLES (Continued)

Table		Page
10.	Factor Analysis on the Test of Attentional and Interpersonal Style: Males . . . . .	62
11.	Factor Analysis on the Test of Attentional and Interpersonal Style: Females . . . . .	63
12.	Correlation of Indices of the Test of Attentional and Interpersonal Style With Conformity Scores: Males . . .	67
13.	Correlation of Indices of the Test of Attentional and Interpersonal Style With Conformity Scores: Females. . .	68
14.	Number of Subjects Within Each Group by Identity Status.....	88
15.	Number of Subjects Within Each Class by Identity Status.....	89
16.	Number of Subjects Within Each Religious Preference by Identity Status.....	90

## ABSTRACT

The Relationship Between Ego Identity Status, Conformity  
Behavior, and Personality in College Students

by

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Utah State University, 1983

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Departments: Family and Human Development/Psychology

The relationship between conformity behavior and the four identity statuses as operationalized by Marcia was studied in 80 college students. Also, various personality characteristics were studied relative to their discernability by identity status and their relationship to conformity behavior. As sex difference was a major consideration in the study, the sample was divided into 40 males and 40 females ranging in age from 18 to 25 years. Statistical analysis indicated there were no significant differences between identity statuses relative to conformity for either males or females. In addition, very few personality characteristics were indicative of conformity for either sex. However, knowledge of personality profiles led to the correct classification into the four identity statuses

for 72.5% of male subjects and 67.5% of the female subjects. These results would appear to indicate that identity and personality are positively related constructs which are not easily transferable to overt behavior regardless of sex.

(105 pages)

## CHAPTER I

### INTRODUCTION

Conceptualization of the ego identity stage of adolescence as one of the primary psychological tasks individuals face in the process of normal psychosocial development was first proposed by Erikson (1956, 1968). Marcia (1966) extended this concept to include four identity stages that provide a descriptive analysis of individual resolution of ego identity. This operationalization of Erikson's theory by Marcia has generated much research in recent years including a particular study by Toder and Marcia (1973) relating ego identity to conformity behavior. One of their findings from a sample of under-graduate female students indicated there was a significant relationship between ego identity and the social behavior of conformity. More specifically, identity-achieved females were less conforming or more resistant to conformity than identity-diffused females. It was to this very issue of the relationship between ego identity and social behavior to which this study was directed.

Although there has been continued research in the past decade (Adams & Shea, 1979; Kacerguis & Adams, 1980; Josselson, 1973; and Waterman & Goldman, 1976) relative to the identity stages proposed by Marcia, the original study by Toder and Marcia (1973) has not been replicated nor

extended to a male population. This lack of extension to a male population becomes significant when referring in general terms to identity formation and associated behavioral correlates such as conformity which has also been postulated to be a function of sex difference (Cooper, 1979; Crutchfield, 1955; Endler & Marino, 1972; Larsen, 1974).

Early studies in ego identity did not deal with the interaction of sex and identity. Inferences about the different characteristics of males and females within the identity stages were made across studies (Marcia, 1980). However, as both Raphael (1977) and Matteson (1977) point out, significant differences that have been inferred in the characteristics of males and females in the same identity stage may have been more a function of methodological differences than from actual sex differences. In studies utilizing males only, the students were first- and second-year students. In those studies utilizing females only, third- and fourth-year students were used. Accordingly, those inferences made across studies using males and females separately are questionable because of a lack of developmental perspective. More recently, however, researchers are recognizing the importance of studying the effects, if any, of developmental differences by sex (Munro & Adams, 1977; Pomerantz, 1979; Waterman & Archer, 1979).



In the interest of continued research in the area of ego identity formation of the individual, this study was undertaken to focus upon identity issues for both males and females. The intent of the study was to determine the extent of the relationship between the identity stages (Marcia, 1966), social behavior in the form of conformity to peer pressure, and descriptive correlates of personality.

#### Statement of the Problem

Traditionally, research in the area of identity formation has not focused on the interaction of sex and identity. This has produced theoretical deficits in the area of identity formation as it relates to social behavior and specific personality correlates. The social behavior of conformity and its relationship to the identity stages proposed by Marcia (1966) were studied by Toder and Marcia (1973) at the State University of New York at Buffalo. Their findings indicated that women who perceived themselves as being stabilized in their identity formation were more resistant to conformity to peer pressure than those women who perceived their identity formation as being unstablized. Whether this was characteristic of females alone or a function of the particular stage of identity in general

was unclear. A similar study using male subjects was needed to address this dilemma.

In view of the fact that the Toder and Marcia study was done nearly a decade ago, replication of their study was considered important in order to make comparative analysis with a contemporary male population. Replication of research is being recognized as a basic ingredient of science in that ". . . no matter how statistically significant a finding is, the reliability of an effect can never be established with one study. Reliability must be determined by replication" (Doherty & Shemberg, 1978, p. 127). This is of critical importance in the social and behavioral sciences because of the variability of the social dimensions of subjects. Campbell and Jackson (1979) point out that cross-cultural replications provide evidence as to whether the particular phenomenon under study is geographically or culturally bound. Further, Huck, Cormier, & Bounds (1974) emphasize the need for replication as it relates to applied research:

If behavioral science is to have any validity and to make any impact on our social problems, then replication studies will have to be conducted across ecological and environmental settings and become an integral part of the research design (p. 370).

Therefore, the problem was to determine if the results of the Toder and Marcia (1973) research could be

obtained with a population of undergraduate females ten years later in a different region of the country.<sup>1</sup>

Further, the problem was to determine if resistance to conformity as a function of specific identity stages is characteristic of sex or of identity formation in general.

### Purpose

The purpose of this study was to determine:

1. Whether the results of the Toder and Marcia study would be obtained with a population of undergraduate females at Utah State University.
2. Whether undergraduate males at Utah State University would differ in conformity behavior according to identity status.
3. Whether there were differences in the degree to which males and females within the identity status groups would conform to peer pressure.

---

<sup>1</sup>The present study was a "constructive" replication of the Toder and Marcia research in that the methods of sampling, measurement, and data analysis differed in an attempt to obtain the empirical fact established by Toder and Marcia. According to Lykken (1968), constructive replication increases the validity of theoretical studies to a much greater degree than does literal or operational replication.

4. Whether there were relationships between the identity status groups and personality variables for males and females.

5. Whether there were differences in the degree to which males and females within the identity status groups displayed personality variables.

6. Whether there was a relationship between conformity behavior and personality characteristics.

### Limitations

Two possible limitations in connection with this study should be mentioned. First, the measure of the social behavior of conformity was based on a group consensus of perceptual differences. Thus, the task had several unique characteristics. The experimental situation possessed a relatively self-contained character. There were no references to any external conditions such as attitudes or personal background. The group did not exert pressure in the usual sense of persuading or exerting specific sanctions and, therefore, several essentials of the normal group process were lacking. The subject had the alternative of openly rejecting the majority or siding with them at the cost of suppressing his/her direct sensory experience. This implied a specific meaning of conformity behavior.

The required perceptual task was done on the assumption that each subject was unimpaired in visual-sensory ability. Although subjects were not selected/rejected according to their degree of visual-sensory ability, the possibility of conformity due to visual impairment existed. However, that the differences were clearly distinguishable was demonstrated in the original study (Asch, 1956) using the technique. Under controlled conditions, subjects who were not exposed to majority opinions were 99% accurate in their estimates.

A second limitation to this study was the uniqueness of the accessible population from which the sample was drawn. College students are generally perceived to be more independent and resilient from a sociological standpoint. They may not, however, be truly representative of youth in general in their identity formation. Sociological and contextual factors may provide intervening variables when college youth are compared to non-college youth in the same age group. The majority of identity research has focused on the college student and it is within this framework that the present study is placed. Studies of subjects in their college years have consistently provided an increased awareness of the content of psychological development. And, it is through these studies that

inferences are made to the population of youth as a whole. It becomes a matter of future identity research to bridge that gap scientifically.

## CHAPTER II

### REVIEW OF LITERATURE

This review of literature is intended to provide a perspective of the concept of ego identity as it relates to social behavior. Ego identity is discussed as it is conceptualized by Erikson (1956) and Marcia (1966). Social behavior is specified as that behavior relating to conformity to peer pressure. In addition, the personality correlates of ego identity are examined along with the degree to which they are related to conformity behavior. This review of literature contains sections on Ego Identity, Ego Identity and Personality, Ego Identity and Sex Difference, Conformity Behavior, and a review summary.

#### Ego Identity

The concept of identity has gained significant psychological status in the past two decades. Prior to that time, the concept of identity was suggested by Freud and the neo-Freudians in their discussions of the process of detachment from parental authority (Schafer, 1973). Theoretically, this need for detachment or differentiation continues as a primary process for beginning the development of identity. Identity formation and its significance in human development have been

discussed historically by such individuals as William Janes, Harry Stack Sullivan, and Margaret Mahler (Bourne, 1978a).

One of the most intensive discussions of the concept of identity has been by Erik Erikson (1956, 1963, 1968, 1980). Erikson first conceptualized the process of psychosocial development whereby an individual moves through a series of eight stages during the life cycle. Each of these eight stages presents the individual with a challenge that is resolved successfully or unsuccessfully depending upon the ability of the person to integrate internal ego functions with external social stimuli.

One of the eight stages occurs during adolescence according to Erikson and presents the challenge of developing a sense of ego identity or risking identity confusion. Successful resolution of this conflict is the primary task of adolescence and is accomplished by the merging of past and present identifications, future aspirations, and contemporary cultural values (Erikson, 1980).

Erikson infers that ego identity is a summation of a social-self and a personal-self (Adams, 1976). In relation to this summative process, Heilburn (1964) has described three criteria Erikson uses to describe ego identity:



- (1) The adolescent's perception of himself as essentially the same person over time and interpersonal situations,
- (2) Others' perceptions of the adolescent as essentially the same over time and situations, and
- (3) An accrued confidence on the part of the adolescent that his perception of himself corresponds to others' perceptions of him (p. 351).

These criteria would imply, then, a developmental, adaptive, and dynamic perspective of Erikson's concept of ego identity. The use of the term "ego identity" incorporates the psychoanalytic concept of ego into the previously existing concepts of self described separately by George Herbert Mead, Harry Stack Sullivan, and Paul Schilder (Bourne, 1978a).

Several researchers (Adams, 1976; Enright & Deist, 1979; Kohlberg & Gilligan, 1971; Rowe & Marcia, 1980) have described a cognitive aspect of ego identity in that identity development includes the individual's cognitive ability to understand his/her world from other people's viewpoints. For example, an adolescent's understanding of authority is dependent upon his/her ability to perceive and integrate societal norms. As Adams (1976) states, "The cognitive component is the overall organizational unit that structures the inter-relation between thought, perception, and social interaction" (P. 162).

Ego identity, or "identity" as used in this study, conceptualized from an Eriksonian perspective is the result of a unique process of assimilation combining the inner self with the social self. More directly, Erikson (1980) states:

..... the young individual must learn to be most himself where he means most to others - those others, to be sure, who have come to mean most to him. The term "identity" expresses such a mutual relation in that it connotes both a persistent sameness within oneself (sameness) and a persistent sharing of some kind of essential character with others (p. 109).

One essential of the psychosocial developmental process as it relates to identity is unclear from Erikson's theory. The chronological age period of adolescence is vague. Erikson did not identify the specific period during adolescence in which the postulated stage of identity resolution occurs. However, Waterman (1980) noted that identity concerns appear to be absent before ages eleven or twelve in males and the greatest gains in identity appear to be made during the college years. In another study relating expressive writing to conflict resolution of identity, it was found that a sense of identity begins to emerge between the ages of eleven to thirteen in a sample of males and females (Waterman & Archer, 1979). There are, then, indications that conflict

resolution of identity occurs from about the age of eleven through the mid-twenties, although it may not be exclusive to that time period.

In a study using college males, Marcia (1966) was able to operationalize Erikson's concept of identity. Marcia's investigation resulted in his categorizing the process of identity resolution into four identity statuses. He chose to label these four identity statuses as "identity achieved", "moratorium", "foreclosure", and "identity diffused". These categories were originally meant by Marcia to be typological. Although criticized for methodological inaccuracies, Marcia's original development of an identity status paradigm has provided the basis for the majority of ego identity research since 1970 (Bourne, 1978b).

In categorizing an individual into the four identity statuses, Marcia (1966) used two variables which he chose to call "crisis" and "commitment". Crisis, as Marcia defined it, is a period in an adolescent's life during which active decision-making is happening. This decision-making involves making choices among meaningful alternatives of occupation and ideology. Commitment refers ". . . to the degree of personal investment the individual exhibits . . ." (Marcia, 1966, p. 155) to an occupation and ideology. Marcia originally chose to limit ideology

to the areas of religion and politics. Later, sexual ideology (attitudes toward pre-marital intercourse) was added (Schenkel & Marcial, 1972).

The theoretical constructs of Marcia's variables of crisis and commitment are founded in the Eriksonian model of ego identity. Throughout the developmental process prior to adolescence, the individual is engaged in resolving the fundamental psychosocial crises of childhood, i.e., "basic trust vs. doubt," "autonomy vs. shame," etc. The ego identity becomes the cumulative attainment of each successive stage at a time when physical development, cognitive skill, and social expectations coincide. Synthesizing the identity components into a viable pathway to adulthood implies a dynamic process of affirmation or negation of the social structure within which the adolescent lives. Identity formation, then,

. . . begins where the usefulness of multiple identification ends. It arises from the selective repudiation and mutual assimilation of childhood identification, and their absorption in a new configuration, which, in turn, is dependent on the process by which a society (often through subsocieties) identifies the young individual, recognizing him as somebody who had to become the way he is, and who, being the way he is, is taken for granted (Erikson, 1980, p. 122).

Although Erikson's concept of ego identity formation has been criticized as being imprecise because of the lack of differentiation between the objective "self"

and the subjective "ego", it does provide an experiential framework for further research.

Assuming Erikson's identity constructs are valid, the continuum of categories of identity statuses becomes a function of the degree of commitment and the presence/absence of crisis (Table 1). Individuals who are categorized as "identity achieved" have experienced crisis and have made commitments to occupation and ideology. Those categorized as "moratorium" are currently in crisis (decision-making) and have vague commitments to occupation and ideology. Those categorized as "foreclosure" have generally adopted parental values and have not experienced crisis. And, those categorized as "identity diffused" have not experienced crisis nor are they committed to an occupation or ideology.

Table 1

Presence (+) or Absence (-) of Crisis and  
Commitment in the Ego Identity Statuses

Identity Status	Crisis	Commitment
Identity Diffusion	-	-
Foreclosure	-	+
Moratorium	+	-
Identity Achieved	+	+

Note. Identity diffusion is considered less mature because of the lack of both crisis and commitment. Foreclosure is also a lower status due to the lack of

crisis prior to commitment. Moratorium is a higher status due to the presence of crisis in preparation for commitment. Identity achieved is the most advanced status due to the presence of both crisis and commitment (Read, 1981).

The theoretical validity of Marcia's paradigm has been extensively debated. Bourne (1978b) provides a critical, in-depth appraisal of the identity status concept in which he considers the rationale and discriminant validity of the paradigm and possible identity substatures. He points out that since 1964 forty-two studies have been stimulated by the development of the identity status paradigm. He also offers several criticisms.

First, the determination of identity status may be too narrowly defined in terms of crisis and commitment. Domains such as sex-role, identity views of authority, and heterosexual intimacy may all contribute to identity formation. Beyond that, the construct of identity in general has been questioned as ambiguous and indefinable. As Schafer (1973) states:

Self and identity themselves are changeable. This changeability consists, however, not of alteration of an empirically encountered entity; rather, it consists of the observer's changeable purposes in using these terms. It is the kind of changeability that derives from the fact that self and identity are not names of identifiable homogeneous or monolithic entities; they are classes of self-representations that exist only in the vocabulary of the observer (p. 52).

A second criticism concerns the external validity of the paradigm. The majority of studies using the identity statuses have been confined to college students which may effect the generalizability of the findings. Studies using non-college and high school populations (LaVoie, 1976; Munro & Adams, 1977; Raphael, 1978; St. Clair & Day, 1979) have been inconsistent relative to the applicability of the identity statuses to the populations not in college.

A third criticism offered by Bourne (1978b) relates to the structural nature of the construct of ego identity and the identity statuses. He points out that differences in lower and higher statuses are assumed to be developmental, but, in fact, may not necessarily be. Marcia (1976) recognized the need to change from a typology perspective to a developmental process. This need was one of the primary motivations in the development of the Objective Measure of Ego Identity Status (Adams, Shea & Fitch, 1979) which allows for studying the complexity of intra-individual change in identity formation.

Of relevance to this study is a final observation by Bourne (1978b). A great deal of information has been provided about the personality and behavioral differences among identity statuses. Most of this data, however, has been offered from independent, single studies. Few



of the empirical findings about the identity statuses have been replicated. As such, these findings are only provisional and can be greatly strengthened by replication research.

### Ego Identity and Personality

Much of the research on identity has been directed at establishing personality correlates that are discernable by identity status. The bulk of this research has been directed at male samples. In those studies, consistent patterns have developed in that the more advanced statuses are associated with more mature and complex personality attributes. In studies utilizing females, results have been less consistent and a different pattern or relationship between identity statuses and positive personality characteristics seems to have emerged. The issue of sex difference is discussed in a later section of this review.

The range of variables studied in identity research include: intelligence (Marcia, 1966; Marcia & Friedman, 1970); anxiety (Marcia, 1967; Oshman & Manosevitz, 1974; Schenkel & Marcia, 1972); cognitive style (Marcia & Friedman, 1970; Waterman & Waterman, 1974); authoritarianism (Marcia, 1966; Marcia & Friedman, 1970; Matteson, 1974); self-esteem (Marcia & Friedman, 1970; Orlofsky, 1978; Schenkel & Marcia, 1972); locus of control (Adams & Shea, 1979; Howard, 1975; Waterman, Beubel, &



Waterman, 1970); conformity and negative affect (Toder & Marcia, 1973); and moral reasoning (Hult, 1979; Podd, 1972; Rowe & Marcia, 1980).

In the development of the present study's hypotheses, specific studies can be highlighted. A study by Marcia and Friedman (1970) suggested specific groupings of the four identity statuses. Identity achieved and fore-closure females were similar to each other when matched across dependent variables of personality. Marcia and Friedman grouped together these two statuses under the label of "stable" identity. Similarly, moratorium and identity diffused females matched across different personality variables than the "stable" group and were labeled as "unstable" identities. The designation as "stable" or "unstable" was derived from the descriptors of personality: positive self-esteem, high cognitive efficiency and flexibility, and adjustment being "stable" descriptors; high anxiety, maladjustment, and rebelliousness being "unstable" descriptors.

In contrast to the Marcia and Friedman (1970) study, several studies suggested different groupings for males. Podd (1972) found that identity achieved and moratorium males scored at higher developmental levels of moral judgment than did foreclosure and identity diffused males. Marcia (1967) determined that identity

achieved and moratorium males were less vulnerable to self-esteem manipulation than foreclosure and identity diffused males. Cross and Allen (1969) grouped identity achieved and moratorium males together based on their similar perceptions of their fathers' parenting styles. These studies, then, suggested that males tended to group themselves according to "high" identity (achieved and moratorium) and "low" identity (foreclosure and diffused).

Toder and Marcia (1973) appeared to validate the groupings of the identity statuses in females reported in the Marcia and Friedman (1970) study. This was done by relating identity status to the social behavior of conformity to peer pressure. Query (1968) had found, through the use of the Asch (1956) conformity task, that older individuals were affected less by group pressure. Query interpreted this finding as inferring that learning to rely upon one's own judgment and experience reduces the tendency to yield to majority pressures. Relating Query's findings to identity, Toder and Marcia also used the Asch conformity task and found that identity achieved and foreclosure females conformed less to peer pressure than did moratorium and identity diffused females. In terms of "stable" versus "unstable" groupings, these findings were consistent with Marcia and Friedman (1970).

The conclusion could be made from the above studies that the statuses of identity achieved and foreclosure are more adaptive to females. This is in contrast to the studies of males in which the higher identity statuses (identity achieved and moratorium) are indicative of more stable levels of functioning. However, Orlofsky (1978) found that subjects classified as identity achieved and moratorium among both males and females tended to behave as groups distinct from those classified as foreclosure and diffusion on measures of need for achievement and fear of success. And Goldman, Rosenzweig, and Lutter (1980) found no differential grouping by sex in a study of undergraduate seniors measuring interpersonal attraction between similar identity statuses.

From the above discussion, the ability to predict identity status according to specific personality characteristics continues to remain unsolidified. This issue is further complicated when the factor of sex is introduced.

#### Ego Identity and Sex Difference

Sex difference and identity formation received little attention from Erikson in that any distinctions he makes are vague and unclear. He basically attributes any differences between the sexes to anatomical differences (Erikson, 1968). Women are predisposed to activities

marked by harmony, relative passivity, and union, while males incline toward more independent and assertive activity. Marcia's identity paradigm was conceptualized primarily from a perspective of male development and was later theoretically extended to women (Schenkel & Marcia, 1972) with the addition of only one new qualifying factor (sexual ideology).

An increasing number of studies (Hodgson & Fischer, 1979; Marcia, 1980; Orlofsky, 1978) found that there are distinct differences in the manner in which males and females adapt within the same identity statuses. It has been further argued by some (Gallatin, 1975; Matteson, 1975) that the progressive Eriksonian stages of identity and intimacy may only be normative for males, and, may be actually confronted in reverse order by females (Douvan & Adelson, 1966). A review of some significant research on identity formation as it applies individually for males and females is relevant for this study.

Josselson (1973) constructed a psychodynamic portrait of women in different identity statuses. Identity achievement women are described as independent, flexible and able to tolerate frustration. They derive their self-esteem from explorations of their own talents and abilities. Moratorium women are characterized by intense affect and are the most introspective and sensitive

among the four statuses. However, their inability to make stable commitments is a function of their struggle for independence and guilt about giving up parental expectations. Foreclosure women, on the other hand, are content in ascribing to parental values and establishing self-security within the family mode. In the earlier years of identity research, this trait of foreclosure was considered as highly adaptive for females. Although presenting as self-assured and goal oriented, they are fearful of the world outside the family, especially if they perceive it as ambiguous. Diffusion women exhibit the greatest amount of depression and psychopathology. They are the most involved among the statuses in fantasy and have little connection with past occurrences or future aspirations.

In a study of identity formation and achievement-related personality variables, Orlofsky (1978) found that both identity achievement and moratorium women displayed higher achievement motivation but were also more fearful of success. He suggests that these higher status women are still able to pursue achievement and non-traditional goals in spite of this fear of success.

Hult (1979) reported a study of identity and moral reasoning in women. He describes identity achievement females as the most consistent in positively resolving

moral and ethical issues. Moratorium women were described as resolving similar moral and ethical issues more positively than foreclosure women but with less consistency than achievement females. He suggests that moratorium women are more open and sensitive to issues in ethical thinking.

Characteristic descriptions of males have also emerged from the research. Oshman & Manosevitz (1974) studied the relationship between identity status and profiles of the Minnesota Multiphasic Personality Inventory (MMPI). Identity achievement males were described as warm, outgoing, enthusiastic individuals who focus a great deal of energy on goal achievement. Moratorium males were characterized as being concerned about self and their sexual identity while at the same time being very flexible in terms of cognitive style and ego defenses. Foreclosure males presented a paradoxical picture in that their verbal behavior indicated a sense of resoluteness while their MMPI profiles suggested a state of psychological turmoil. Although endorsing authoritarian attitudes, they appeared ineffective in actually performing in such a manner. Diffusion males appeared to resemble identity achievement males in the form of being outgoing and energetic. They lacked, however, the goal orientation that distinguishes the higher status.

Orlofsky (1978) reported similar findings for males as that reported above for females with one significant exception. A fear of success for males was associated with the lower statuses (foreclosure and diffusion) instead of the higher statuses as in women. This may be indicative of the more traditional role of goal-achievement for males as a desirable characteristic.

Further research utilizing both sexes is needed to determine, if there are, in fact, differences in identity formation because of sex and to assess the generalizability of those studies done separately. To date, the relatively few studies using both sexes have been somewhat contradictory of earlier conclusions that the identity statuses have different implications for the sexes. These earlier studies drew their samples from different populations, gave different types of identity status interviews (women being classified with the additional sexual ideology factor), and the samples were assessed on different types of dependent measures.

### Conformity Behavior

A relatively small amount of research has been reported in the literature dealing with ego identity and conformity behavior (Heilburn, 1964; Toder and Marcia, 1973). The Toder and Marcia study, specifically, is the



only reported research in the area of identity "statuses" and conformity behavior. That study provided the primary impetus for the present study. There is, however, much research reported in the area of conformity behavior in general. Most of it has been subsequent to the Asch (1956) experiment which formulated much of the theoretical basis for conformity. Despite the vast literature on conformity, the dynamics of conformity behavior are not well understood. Furnham (1978) postulates three reasons for this: 1) There are very few studies that have considered the interaction of salient personality variables and situational circumstances; 2) conformity research has remained in the realm of the sterile, laboratory environment; and 3) investigation of both non-and anti-conformity processes have been neglected in studying the processes of conformity.

A review of some of the conformity literature relevant to this study is presented. Sheehan (1979) studied conformity before group norms were firmly established. He based his study on an assumption of sociology that people will behave in a manner which they believe will lead to smooth interaction. From a sample of 48 males and females exposed to an Asch task situation, findings indicated that social influence could occur prior to the emergence of



group norms. He coined the phrase "anticipatory conformity" to explain this phenomenon.

Larsen, Triplett, Brant, & Langenberg (1979) reported on their research with 40 undergraduate males and females. They were interested in exploring whether certain types of individuals are more likely to conform. More specifically, they were concerned with the internal-external locus of control of subjects and the social status of confederates in an Asch-type experiment. Individuals with an external locus-of-control conformed at a significantly higher level than internal locus-of-control subjects. This finding supports the belief that there is a link between external sources of reward and conformity. Also, males conformed more in situations where the confederates were perceived to be of higher social status which Larsen, et al., suggest is learned sex-role training.

Sex differences in conformity behavior have also been the subject of detailed study. Javornisky (1979), in a study of male and female undergraduate psychology students, found that the amount of conformity in an Asch-type task was related to sex of subject, sex-relatedness of task items, and sex type of the influence source. Conversely, Follingstad, (1979) found that, as a

group, undergraduate females did not conform significantly more than undergraduate males. However, she did find that males conformed more in the presence of male confederates and females conformed more when led to believe that the males were more accurate in the Asch task.

Finally, a study on sex differences in conformity by Eagly, Wood, and Fishbaugh (1981) examined the sociological assumption that women conform more than men. The factor of surveillance, or conformity to opinions in a group's presence as opposed to the conformity to opinions with the group absence, was studied. Only in those situations where there was surveillance were males less likely to conform than females. These males also conformed less than females and males without surveillance. In effect, the factor of surveillance decreased males' conformity rather than increased women's conformity. Eagly, et al., suggest:

. . . that the phenomenon that psychologists have invariably thought about as the conforming tendency of females might better be described as the non-conforming tendency of males (p. 390).

### Summary

Marcia's (1966) operationalization of Erikson's (1956) theory of psychosocial development has generated a great deal of research in the past decade. Earlier

studies dealt individually by sex with the relationship of various personality characteristics and the identity statuses. More recently, studies have attempted to determine these relationships with males and females from the same population. Results of all these studies have suggested varied groupings of identity statuses according to sex. Basically, a pattern has emerged of more complex personality characteristics being associated with the higher identity statuses. These findings, however, can best be described as provisional and more research is needed.

The study of conformity behavior has also experienced a resurgence that has attempted to define a "conforming personality." Although various personality characteristics have been attributed to conformists, the ability of various descriptors to distinguish between conformists and non-conformists is incomplete.

Toder and Marcia (1973) were the first to study the relationship of identity status and conformity. Although they found discernable differences between the identity statuses in their amount of conformity, their study ignored the factor of sex difference. It was the intent of this study to deal with the interaction of sex and identity status as it relates to conformity behavior.

### CHAPTER III

#### METHODOLOGY

##### Sample

The sample for this study was drawn from a population of undergraduate students attending Utah State University in the Spring of 1981. Students from an arbitrarily selected cross-section of colleges within the University were asked to complete the Objective Measure of Ego Identity Status (Adams et al., 1979). A total of 646 students completed the questionnaire. From that total, 80 students were randomly selected to participate in the experimental treatment. Participation was limited to those 80 students who volunteered and who were classifiable into the appropriate identity statuses. Ten subjects were utilized in eight cells created by the four identity statuses and sex comparisons.

The sample included 40 males and 40 females. Both males and females ranged in age from 18 to 25 years old. Thirty percent of the males were freshmen, 25% were sophomores, 25% were juniors, and 20% were seniors. Of the females, 37.5% were freshmen, 27.5% were sophomores, 20% were juniors, and 15% were seniors. The majority of subjects (72.5%) listed their religious preference as

Mormon. A more detailed description of the sample according to identity status is contained in Appendix A (Tables 14, 15 & 16).

### Instrumentation

#### Objective Measure of Ego Identity Status (OM-EIS)

The OM-EIS (Adams et al., 1979) was the primary instrument used to categorize subjects into the four ego identity status categories. It consists of 24 items which infer the presence of crisis and/or commitment in the areas of occupation, religion, and politics. Subjects responded on a six-point Likert scale on the degree to which the statement reflected their own self-perceptions (Appendix D). Accordingly, an overall score was computed which indicated a status category based on derived mean scores and standard deviations for each status (Adams et al., 1979). Individual scores for each of the four identity statuses were also computed to indicate distribution of responses.

The OM-EIS is a direct result of the need for a more precise, objective research tool for assessing stage-related changes in identity development. It provides greater flexibility and expanded analytical potential when compared to the semi-structured Identity Status Interview developed by Marcia (1966) which has

historically been used as the primary categorization instrument for identity research. The potential for rater bias and interviewer effects on participant response are reduced with the OM-EIS. Test-retest reliabilities are provided for each sub-scale and range from .71 to .93 ( $p < .001$ ). Concurrent and predictive validity have been maintained with Marcia's (1966) Ego Identity Incomplete Sentences Blank and Marcia's (1966) Ego Identity Interview. Also, in a series of studies (Adams et al., 1979), it was reported that the OM-EIS maintained theoretically appropriate predictive validity for the various identity status categories relative to age and for such personality constructs as self-acceptance, rigidity, and authoritarianism.

#### Test of Attentional and Interpersonal Style (TAIS)

The TAIS was developed by Nideffer (1976) to focus on the assessment of attentional and interpersonal characteristics that influence an individual's functioning in a wide variety of settings. According to Nideffer, these characteristics are operationally definable and permit prediction of behavioral performance across a variety of life situations. In this study the TAIS was used to obtain personality predictor variables.

The TAIS is a self-administered, objective measure of 144 items that can be completed in 15-25 minutes

(Appendix E). It is designed for individuals over 15 years of age and raw scores are plotted on profiles which yield corresponding T-scores. For purposes of this study only raw scores were used for comparative analysis as individual profile analysis was not applicable.

The TAIS consists of 17 scales (Table 2) derived from an item analysis procedure (Nideffer, 1976) and divided into three major areas: attentional processes, behavioral and cognitive control, and interpersonal style. The six attentional scales (BET, OET, BIT, OIT, NAR, RED) determine whether individuals focus their attention on small or large bits of stimuli and whether they attend to internal or external stimuli. The two control scales (INFP, BCON) reflect the amount of information with which individuals perceive they deal and the amount of control they exert over their experience. The nine interpersonal scales (CON, SES, P/O, OBS, EXT, INT, IEX, NAE, PAE) reflect varying components of an individual's interactional style and interact with the attentional scales to further refine behavioral predictions.

Test-retest reliability data reported by Nideffer (1976) on a two week interval for introductory psychology students ranged from an  $\underline{r} = .60$  on the

Table 2

Scales of the Test of Attentional and  
Interpersonal Style (Nideffer, 1977)

- 
- 
- 1) Broad external attentional focus (BET): High scores on this scale are obtained by individuals who describe themselves as being able to effectively integrate many environmental stimuli at one time.
  - 2) Overload external stimuli (OET): The higher the score the more mistakes individuals make due to being confused and overloaded by environmental information.
  - 3) Broad internal attentional focus (BIT): High scorers see themselves as effectively integrating ideas and information from several different areas, as being analytical.
  - 4) Overload internal stimuli (OIT): The higher the score, the more mistakes individuals make because they think about too many things at once.
  - 5) Narrow attentional focus (NAR): The higher the score, the more effective individuals describe themselves in terms of ability to narrow attention (e.g., to study or read a book).
  - 6) Reduced attentional focus (RED): A high score indicates individuals make mistakes because they narrow attention too much, failing to include all of the task-relevant information.



Table 2 (cont'd)

- 
- 
- 7) Information processing (INFP): High scorers think a lot and process a great deal of information
  - 8) Behavior control (BCON): A high score indicates a tendency to be impulsive and/or to engage in behavior that could be considered anti-social.
  - 9) Control (CON): A high score indicates the individual sees self as being in, and needing, control over most interpersonal situations.
  - 10) Self-esteem (SES): The higher the score, the more positive the self-image.
  - 11) Physical orientation (P/O): High scores indicate the person participated in, and enjoys competitive athletics and physical activity.
  - 12) Obsessive (OBS): High scores indicate a tendency to ruminate and worry about one particular thing without any resolution or movement.
  - 13) Extroversion (EXT): Individuals who score high are warm, outgoing, need to be with other people, and tend to be the life of the party.
  - 14) Introversion (INT): High scores indicate the person enjoys being alone with thoughts and ideas.
  - 15) Intellectual expression (IEX): A high score indicates the person expresses thoughts and ideas to other people.

Table 2 (cont'd)

- 
- 
- 16) Negative affect expression (NAE): High scores are associated with a tendency to express anger and negative feelings to others.
- 17) Positive affect expression (PAE): A high score indicates the person expresses feelings of affection to others in both physical and verbal ways.
-

obsessive scale to an  $r = .93$  on the physical orientation scale with a median of  $r = .83$ . Construct and concurrent validity were also established by Nideffer (1976) between the TAIS and various measures, including the State-Trait Anxiety Index, the Taylor Manifest Anxiety Scale, the California F scale, the Rotter I-E scale, the MMPI and the Maudsley Personality Inventory. More specifically, the attention scales of the TAIS appear to measure an aspect of the individual that is correlated with other measures of personality and arousal but that is conceptually distinct. Predictive validity between the TAIS and performance was established in two studies (Nideffer, 1976) dealing with male college swimmers and female students in a college counseling course. In both instances poor attentional control and the tendency to make errors of underinclusion were found to be associated with performance deficiencies. Studies (Nideffer, 1976) also indicate that the TAIS differentiates between subjects within a group who differ on some variable such as sex or occupation.

#### Asch Conformity Task

Asch (1956) first proposed a procedure for determining the independence and lack of independence of individuals in the face of group pressure. He was concerned with

determining the ways in which group actions ". . . become forces in the psychological field of persons, and to describe the forces within persons that cooperate with or resist those induced by the group environment" (Asch, 1956, p. 2).

Originally, the procedure involved nine individuals (one naive subject and eight confederates of the experimenter). All subjects were male and were asked to judge a series of perceptual relations. The task consisted of matching the length of a standard line with one of three unequal lines over 18 separate trials (Appendix F). In 12 of the trials, the confederates gave unanimously incorrect answers. The naive subject would then receive a score from "0" to "12" depending on the number of times he yielded to the decision of the confederates. Results (Asch, 1956) indicated that individuals differed in resistance to the decision of the majority and ranged from complete independence to complete acquiescence. However, a consistent pattern emerged in that individuals tended to be either independent, yielding, or intermediate in coping with the pressures of the majority.

The present study adopted two modifications of the Asch procedure as a measurement of conformity behavior. Asch originally used eight confederates, all of whom were

males. He subsequently determined that using anywhere from three to eight confederates yielded insignificant differences in the outcome. Toder and Marcia (1973) used three confederates, male and female, and obtained significant results. In the present study, four confederates, two males and two females, were used in each performance of the task regardless of the sex of the subject. This consistency of group composition was maintained only for methodological reasons as the effects of sex composition on conformity sex differences have been inconsistent in the conformity literature (Eagly, 1978).

A second modification of the Asch task used in this study was also used by Toder and Marcia (1973) in their procedure. In the original Asch experiment, the line picked as the error for the majority was that line which had the largest difference from the standard line. Toder and Marcia found this to be too obvious from post-task interviews with subjects. They revised their procedures so that the line picked as the error for the majority was the line that had the smallest difference from the standard line. This modification allowed for a more empirical observation of conformity behavior as the differences between lines were not as obvious.

### Classification of Subjects

Undergraduate students in education, business, human development, natural sciences, and physical sciences were administered the OM-EIS. Their responses were scored according to established criteria (Adams et al., 1979) and students were categorized according to identity status. Ten males and ten females were selected randomly from each of the four categories of identity status (total of 40 males and 40 females). These 80 subjects were then solicited to participate in the experimental treatment. Potential subjects were told they would be participating with other volunteers in a group effort to determine perceptual differences in a series of designs. If a subject who was randomly selected refused participation, the random selection process continued until each of the eight cells were complete,  $n = 10$ . Concurrently, a total of 65 confederates was recruited from several undergraduate classes not surveyed for selection of subjects. It was important that all research confederates be from the same population as the subjects so that identification or non-identification with the confederates by the subjects was not a factor.

### Training of Confederates

It was necessary to train the 65 research confederates for their participation in the Asch conformity task. These confederates were volunteers of both sexes who were recruited from the same population as that of the subjects. All confederates received extra credit in the classes from which they were recruited. The purpose of the training was to insure consistency of procedures in performance of the Asch task and to provide the confederates with practice in "acting" as natural as possible. Four separate, two-hour training sessions were conducted to accommodate the large number of confederates and all training was completed prior to beginning the experimental treatment. All confederates were blind as to the identity status of the subjects.

### Experimental Treatment

Subjects in the sample individually participated in the experimental treatment. This treatment consisted of the procedures used by Asch (1956) with modifications added by Toder and Marcia (1973) to determine conformity behavior. The task essentially required that subjects be exposed to group peer pressure. Their responses to that peer pressure as conforming or non-conforming were then recorded.

The subject and the confederates entered the treatment room as a group and were seated according to an arrangement predetermined by the experimenter. Seating was according to procedures established by Asch (1956). The subject and all confederates were asked to complete an Informed Consent Form (Appendix G) and then the experimenter gave the instructions noted in Appendix H to the group. The group then proceeded through the 18 trials. Each member of the group indicated orally to the experimenter during each trial his/her particular selection. Participants always responded in the same order for each trial with the naive subject responding next to last. This follows a set response procedure as established by Asch (1956).

After the 18 trials were completed, the participants were asked to complete the TAIS in separate rooms. The naive subject, however, was the only participant who actually completed the TAIS. After completing the TAIS, each subject was debriefed by the experimenter for purposes of dehoaxing and desensitization. If, during the course of the debriefing, a subject indicated that he/she was knowledgeable of the Asch task before participating in the experiment, that subject's data was invalidated and another subject was recruited. This circumstance occurred four times.



## Data Analysis

### Identity and Conformity Behavior

The relationship between identity status as determined by OM-EIS scores and conformity behavior as determined by responses from the Asch conformity task was analyzed using a one-way analysis of variance separated by sex. The four identity status categories were used as criterion groups and conformity scores were the dependent variables.

Age differences between males and females may confound identity status. Therefore, the interaction of identity status and sex was analyzed using a 2 x 4 analysis of covariance. Conformity scores were once again utilized as the dependent variables.

### Identity and Personality

For the purpose of assessing potential differences in personality characteristics among the four identity statuses, a discriminate function analysis was used in order to statistically discriminate distinct groups according to characteristics on which they were expected to differ. The identity status categories separated by sex were used as the criterion groups and personality characteristics (TAIS subscale raw scores) were the

discriminating variables that were weighted and combined using Wilks' Lambda to optimally discriminate among existing groups (identity status categories). Once these variables were identified using the discriminate function analysis they were then used to predict membership in groups not yet identified.

### Conformity Behavior and Personality

The relationship between conformity and personality was analyzed in two different ways. First, the personality variables that were determined to discriminate among identity status categories were used in a partial correlation matrix on conformity behavior. This analyzed the conformity/personality relationship with identity status as a mediating factor.

Secondly, a separate factor analysis was done of TAIS scale raw scores. Those factors that were significant were then used in a partial correlation matrix on conformity behavior. This analysis of the conformity/personality relationship was independent of identity status.

## CHAPTER 4

## RESULTS

The primary purposes of this study were to investigate for males and females the relationship between (1) identity status and conformity behavior, (2) identity status and personality characteristics, and (3) personality characteristics and conformity behavior. The literature suggests that there is a differential relationship between conformity and the identity statuses for females which has gone untested for males. Likewise, the literature suggests that there are specific personality characteristics (for both males and females) which are thought to underlie conformity behavior and identity statuses.

Data collected for each subject in this study consisted of (1) a conformity performance measure on the Asch (1956) task (score ranging from 0 to 12), (2) an identity status designation from completion of the OM-EIS (Adams, et al., 1979), and (3) a raw score on 17 scales of the TAIS (Nideffer, 1977). This data was collected over a period of eight weeks from April to June, 1981, on the campus of Utah State University in Logan, Utah.

### Identity Status and Conformity Behavior

To assess the relationship between identity status and conformity behavior, a series of analyses were computed using both parametric and non-parametric techniques. First, using the conformity score as the dependent variable, one-way analyses of variance were computed separately by the sex of the respondent. Identity status was used as the independent variable. As summarized in Table 3, there were no significant differences between identity statuses relative to degree of conformity for either males or females. Further, as Table 3 shows, there were no significant differences in conformity in general between males and females regardless of identity status.

Second, an analysis of covariance using a Sex x Identity Status factorial with age as a covariate was used to determine the interaction between sex and identity. Again, conformity score was the dependent variable. Age was determined to be a covariate as the subjects in this study varied in age from 18 to 25 years and previous research (Marcia, 1980) has indicated that identity status increases with age through positive intra-individual change. Once again, no significant differences were observed

Table 3

Means and Standard Deviations of Conformity Scores for the Asch Task

Sample	n	$\bar{X}$	s.d.
Total (Males and Females)	80	2.69	3.39
Males <sup>a</sup>	40	2.95	3.28
Females <sup>b</sup>	40	2.43	3.48

  

Status	<u>Total</u>			<u>Males<sup>b</sup></u>			<u>Females<sup>c</sup></u>		
	n	$\bar{X}$	s.d.	n	$\bar{X}$	s.d.	n	$\bar{X}$	s.d.
Diffusion	20	3.00	3.69	10	3.10	3.76	10	2.90	4.01
Foreclosure	20	2.80	3.37	10	3.70	3.50	10	1.90	3.28
Moratorium	20	1.80	2.50	10	1.50	2.51	10	2.10	2.81
Achievement	20	3.15	3.66	10	3.50	3.37	10	2.80	4.26

Note: <sup>a</sup> $z = -1.14$ ,  $p < 1.0$ , ns.

<sup>b</sup> $F(3, 36) = 1.0$ , ns.;  $H = 3.013$ ,  $df = 3$ ,  $p < 1.0$ , ns.

<sup>c</sup> $F(3, 36) = 1.0$ , ns.;  $H = 0.337$ ,  $df = 3$ ,  $p < 1.0$ , ns.

for either the main effects of Sex and Identity Status or for their interaction.<sup>2</sup>

In the original study by Toder and Marcia (1973), the conformity scores for their subjects were highly skewed in the 0 to 1 range. Because of this, they

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<sup>2</sup>While the OM-EIS (Adams, et al., 1979) provides more specific and potentially more valid assessment of identity status over the interview technique (Marcia, 1966) used by Toder and Marcia (1973), the psychometric sensitivity of the OM-EIS results in more comprehensive status categories (e.g., transitional statuses such as foreclosure-moratorium). This characteristic was used in order to establish an acceptable sample size for the foreclosure category. Of the total number of 646 students surveyed, only 22, or 3%, could be classified as pure foreclosure status individuals. This was consistent with a similar study (Read, 1981) conducted one year earlier. Of those 22, only 12 students (7 females, 5 males) agreed to participate in the Asch task. Therefore, in order to establish a cell size of ten for both males and females in the foreclosure status, the transitional statuses of diffusion-foreclosure, foreclosure-achievement, and diffusion-foreclosure-moratorium were collapsed into the foreclosure category. This collapsing was accomplished by computing the scores for each pure status within the transitional status. Those transitional status individuals who had a higher pure foreclosure score above the cut-off point (Adams, et al., 1979) than any other pure status score were considered to be more foreclosure identity individuals than anything else. Thus, eight individuals (3 females, 5 males) were recruited from this group to fulfill the required cell size.

Because of the necessity to collapse these transitional statuses into a foreclosure status group, a test of significance using a one-way analysis of variance was computed on the conformity scores. The four pure status groups and the transitional status group were not significantly different from each other. More specifically, the pure foreclosure status group ( $\bar{X} = 1.8$ ,  $n = 12$ ) and the transitional group ( $\bar{X} = 4.25$ ,  $n = 8$ ) differed in conformity, but this difference was not statistically significant at the  $p$  .05 level.

completed additional non-parametric analyses which made their findings significant. Consistent with their findings, data from the present study were likewise skewed in the same direction with 40 of 80 subjects yielding conformity scores of 0 or 1. Because of this similarity to the Toder and Marcia data, additional non-parametric analyses were computed. A Kruska-Wallis one-way analysis of variance among statuses on the conformity scores was computed for males ( $H = 3.01$ ,  $df = 3$ ,  $p < 1.0$ ). In both cases, the differences were insignificant. Thus, the results of the Toder and Marcia (1973) study were not replicated for females.

### Identity and Personality

To test the potential relationship between identity status and personality characteristics, the four identity statuses were treated as known criterion groups in a discriminant function analysis. The purpose of a discriminant function analysis, as a multi-variate research tool, is to identify known criterion groups which are thought to differ on a series of predictor variables. The procedure yields a basic discriminant function (or factor), if significant, which statistically differentiates the criterion

groups. A stepwise sequential procedure using Wilks' Lambda was employed to assess the possibility that the four identity statuses can be determined by a significant personality profile which differentiates the groups.

#### Male sample

A comprehensive personality profile with ten personality variables from the TAIS (Nideffer, 1977) was found to differentially predict the four identity statuses. The single significant discriminant function accounted for more than 60 % of the variance (Wilks' Lambda = .23, df = 30). In overview, Table 4 indicates the primary distinction, using the group centroid as a means of comparison, between the identity status groups is between the identity diffusion and achievement groups. More specifically, these data indicate that the largest difference on the significant function is observed between the diffusion and achievement statuses with the foreclosure and moratorium groups falling between these two extremes. Furthermore, Table 5 indicates that knowledge of the personality profile can lead to the correct classification of males into the four identity statuses for 72.5% of the cases.

Closer comparisons of the TAIS scale scores of the four identity statuses (Table 4) reveals that diffusion and moratorium males are similar in their personality



Table 4

Discriminant Function Coefficients, Mean Scores and Standard Deviations Between Identity Status Groups and Scales of the Test of Attentional and Interpersonal Style: Males

Predictor Variable	Standardized Discriminant Function Coefficient	Identity Status							
		Diffusion		Foreclosure		Moratorium		Achievement	
		$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd
Broad external attentional focus (BET)	-0.27	15.7	2.6	14.0	3.0	16.1	2.1	13.6	1.8
Broad internal attentional focus (BIT)	0.90	20.8	3.1	19.0	2.9	20.5	2.8	17.4	3.8
Narrow attentional focus (NAR)	-0.12	23.4	2.5	24.3	3.3	23.6	3.7	24.6	2.9
Information processing (INFP)	1.02	47.3	5.1	41.9	5.8	43.8	6.7	41.0	5.4
Control (CON)	-0.41	46.7	7.1	42.3	7.1	47.2	6.9	43.3	4.9
Physical orientation (P/O)	0.68	17.9	4.3	17.5	5.0	17.0	3.5	15.6	3.2
Obsessive (OBS)	0.93	14.9	4.3	16.2	3.7	15.7	3.0	13.4	2.5
Extroversion (EXT)	-0.83	27.5	5.2	25.7	5.6	28.4	8.8	26.9	6.0
Introversion (INT)	-1.39	21.5	5.0	23.0	4.3	24.0	4.6	22.3	6.5
Negative affect expression (NAE)	0.62	12.4	4.1	12.2	5.3	12.5	4.6	10.5	3.0
Group Centroid (Mean Discriminant Score)		1.33		0.38		-0.16		-1.56	

Note: Eigenvalue = 1.21; Relative percentage of variance = 60%; Canonical Correlation: .74;

Wilks' Lambda = .23; df (30);  $p < .05$ .

Table 5

Percentage of Males Correctly Classified by the Test of  
Attentional and Interpersonal Style (TAIS) on Discriminant Function

<u>Actual Status</u>	<u>Number of Cases</u>	<u>Predicted Status Membership</u>							
		<u>Diffusion</u>		<u>Foreclosure</u>		<u>Moratorium</u>		<u>Achievement</u>	
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Diffusion	10	<u>8</u>	<u>80</u>	1	10	1	10	0	0
Foreclosure	10	3	30	<u>7</u>	<u>70</u>	0	0	0	0
Moratorium	10	1	10	2	20	<u>6</u>	<u>60</u>	1	10
Achievement	10	0	0	1	10	1	10	<u>8</u>	<u>80</u>
Total	40								

Percent of male cases correctly classified by the TAIS: 72.5%

profiles while foreclosure and achievement males are similar in their personality configuration. Diffusion and moratorium males appeared to attend more to the environment (BET) than did foreclosure and achievement males, and they felt they could integrate a larger number of ideas and feelings (BIT). However, they were less able to narrow their attention (NAR) when the environment required it (e.g., to read or study) and they perceived their environment to be more demanding (INFP) than did foreclosure and achievement males. Interestingly, diffusion and moratorium males perceived themselves as decision makers and needing to be in control of their interpersonal situations (CON) much more than foreclosure and achievement males. This appears to be in contradiction with the Marcia (1966) conceptualization of crisis as an identity status variable. However, it may be that achievement and foreclosure males, having made firm commitments to ideology and occupation, do not perceive the need to make decisions about their daily lives. Also, achievement and foreclosure males were less apt to draw attention to themselves in their involvement with others (EXT).

#### Female sample

A comprehensive personality profile with eight variables from the TAIS was found to

differentially predict the four identity statuses for females. The single significant discriminant function accounted for 64% of the variance (Wilks' Lambda = .22,  $df = 27$ ). Table 6 indicates that the primary distinction, using the group centroid as a means of comparison, between the identity diffusion and the foreclosure groups. In this case, for females, the largest difference on the significant function is observed between the diffusion and foreclosure groups with the moratorium and achievement groups falling between these two extremes. A knowledge of the personality profile for females can lead to the correct classification into the four identity statuses for 67.5% of the cases (Table 7).

In specific comparisons of TAIS scale scores of the four identity statuses for females (Table 6), there were no consistent groupings of the statuses as there were in the male sample. However, in a number of cases the diffusion, moratorium, and achievement statuses were similar while the foreclosure status was quite distinct. As a group, foreclosure females tended to be more internally focused on thoughts and feelings (BIT) than females in the other statuses; but they also felt somewhat overloaded and confused by this internal stimuli (OIT). They were more effective at

Table 6

Discriminant Function Coefficients, Mean Scores and Standard Deviations Between Identity Status Groups and Scales of the Test of Attentional and Interpersonal Style: Females

Predictor Variable	Standardized Discriminant Function Coefficient	Identity Status							
		Diffusion		Foreclosure		Moratorium		Achievement	
		$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd	$\bar{X}$	sd
Broad external attentional focus (BET)	0.71	14.3	3.7	15.2	2.7	14.4	1.9	16.4	1.8
Broad internal attentional focus (BIT)	-1.12	19.0	4.0	15.6	3.0	18.1	3.3	20.0	4.4
Overload internal stimuli (OIT)	0.69	13.4	2.7	16.7	2.5	14.1	3.2	14.7	4.8
Narrow attentional focus (NAR)	0.62	24.0	3.0	25.7	4.5	23.5	3.5	23.6	5.1
Information processing (INFP)	0.43	43.1	9.0	39.9	6.3	42.6	7.3	45.9	7.4
Control (CON)	0.76	40.2	7.4	38.8	8.6	42.7	5.2	43.6	9.2
Physical orientation (P/O)	-1.16	18.3	5.2	13.3	5.9	14.6	5.9	14.4	4.6
Intellectual expression (IEX)	-0.41	15.9	4.0	13.2	3.3	16.0	2.4	17.6	3.8
Group Centroid (Mean Discriminant Score)		-1.56		1.68		-0.19		0.07	

Note: Eigenvalue = 1.47; Relative percentage of variance = 64%; Canonical Correlation = .77;

Wilks' Lambda = .22; df (27);  $p < .01$

Table 7

Percentage of Females Correctly Classified by the Test of  
Attentional and Interpersonal Style (TAIS) on Discriminant Function

<u>Actual Status</u>	<u>Number of Cases</u>	<u>Predicted Status Membership</u>							
		<u>Diffusion</u>		<u>Foreclosure</u>		<u>Moratorium</u>		<u>Achievement</u>	
		<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Diffusion	10	<u>8</u>	<u>80</u>	1	10	1	10	0	0
Foreclosure	10	1	10	<u>8</u>	<u>80</u>	1	10	0	0
Moratorium	10	1	10	1	10	<u>5</u>	<u>50</u>	3	30
Achievement	10	0	0	1	10	3	30	<u>6</u>	<u>60</u>
Total	40								

Percent of female cases correctly classified by the TAIS: 67.5%

"tuning out" their environment (NAR), and, as a result, they perceived their environment as much less demanding (INFP) than did diffusion, moratorium, or achievement females. Generally, foreclosure females appeared to be less intellectually expressive (IEX), less involved in sports-type activities (P/O), and felt less in control of their interpersonal situations (CON) than did the groups of diffusion, moratorium, and achievement females.

#### Conformity Behavior and Personality

The relationship between personality and conformity behavior was assessed using two separate statistical techniques. The first method involved a zero-order correlation between each personality variable of the discriminant function analysis for males (Table 4) and females (Table 6) and conformity scores for each sex. This zero-order correlation was determined with a related technique of generating partial correlation coefficients while controlling for the remaining personality variables of the function one at a time.

For males, only three personality variables predicted conformity behavior with any magnitude (Table 8). Specifically, the BET, BIT, and INT scales were observed to be negatively related to conformity behavior. Further, for both the BET and BIT scales, controlling for the

Table 8

Correlation of Predictor Variables for the Test of Attentional and Interpersonal Style with Conformity Scores: Males

Predictor Variable	ZERO ORDER	Controlled Variable									
		BET	BIT	NAR	INFP	CON	P/O	OBS	EXT	INT	NAE
Broad external attentional focus (BET)	-.25	-	.04	.25	-.14	-.20	-.32*	-.28*	-.28*	-.25	-.32*
Broad internal attentional focus (BIT)	-.46*	.40*	-	-.47*	-.42*	-.45*	-.51*	-.49	-.47*	-.40*	-.48
Narrow attentional focus (NAR)	-.22	-.21	-.23	-	-.28*	-.19	-.22	-.20	-.22	-.20	-.19
Information processing (INFP)	-.23	-.10	.10	-.29*	-	-.19	-.26*	-.29*	-.25	-.18	-.29*
Control (CON)	-.16	-.07	.13	-.12	-.10	-	-.29*	-.19	-.20	-.13	-.11
Physical orientation (P/O)	-.10	.23	.27*	.11	.16	.26*	-	.09	.08	.10	.10
Obsessive (OBS)	-.13	-.19	-.23	-.09	-.23	-.16	-.12	-	-.12	-.07	-.09
Extroversion (EXT)	-.08	.14	.11	.09	.13	.14	.04	.06	-	-.06	.07
Introversion (INT)	-.26*	-.26	-.09	-.25	-.22	-.24	-.26	-.24	-.25	-	.24
Negative affect expression (NAE)	-.21	-.29*	-.27*	-.18	-.28*	-.18	-.21	-.19	-.21	-.19	-

\*  $p \leq .05$



other personality variables enhanced the predictive relationship between the two personality variables (BET and BIT) and conformity. On the other hand, the partial correlations eliminated a significant relationship on the INT scale. Thus, one can conclude from the correlational evidence of Table 8 that conformity behavior in males is inversely associated with the ability to attend to the external environment and integrate that environment with internal thoughts and feelings.

A somewhat different picture emerges for the female sample. Only the BIT scale was observed to be significantly related to conformity behavior (Table 9). As with males, controlling for other personality variables through a partial correlation technique tended to maintain or enhance the relationship. However, in contrast to the male sample, the relationship between the BIT scale and conformity was positive. More specifically, higher reliance on strictly internal stimuli tended to increase conformity behavior. While Table 9 indicates that other significant correlations were observed, it is assumed that these relationships are due to spuriousness because of their failure to maintain significance over additional partialling techniques.

Table 9

Correlation of Predictor Variables for the Test of Attentional and  
Interpersonal Style with Conformity Scores: Females

<u>Predictor Variable</u>	<u>ZERO ORDER</u>	<u>Controlled Variable</u>							
		<u>BET</u>	<u>BIT</u>	<u>OIT</u>	<u>NAR</u>	<u>INFP</u>	<u>CON</u>	<u>P/O</u>	<u>IEX</u>
Broad external attentional focus (BET)	.11	-	-.09	.11	.11	-.03	.14	.13	.12
Broad internal attentional focus (BIT)	.34*	.33*	-	.34*	.35*	.27*	.39*	.35*	.40*
Overload internal stimuli (OIT)	-.05	-.06	-.30	-	-.04	-.07	-.05	-.05	-.05
Narrow attentional focus (NAR)	.05	.05	.11	.04	-	.15	.04	.06	.05
Information processing (INFP)	.22	.19	-.07	.23	.26	-	.33*	.25	.29*
Control (CON)	-.08	-.12	-.22	-.08	-.08	-.26*	-	-.07	-.05
Physical orientation (P/O)	-.05	-.08	-.09	-.05	-.05	-.12	0.00	-	0.03
Intellectual expression (IEX)	-.07	-.09	-.24	-.07	-.07	-.21	-.03	-.06	-

\*  $p \leq .05$

The second statistical technique used to assess the relationship between personality and conformity behavior was a factor analysis technique. This was computed to establish the potential relationship between personality profiles (versus personality characteristics) and conformity behavior. For the research sample separated by sex, a factor analysis of the TAIS scale scores was completed using a varimax rotation technique. As can be seen in Tables 10 and 11, five factors (renamed indices) were observed. These five factors accounted for a full 100% of the variance for both sexes.

As indicated in Table 10 for males, the first Index (1) consisted of five personality variables. This index appears to be measuring social/cognitive characteristics which include (a) the ability to integrate large numbers of external stimuli, (b) to think analytically, (c) to process a great deal of information, (d) to be in control of interpersonal situations, and (e) to be involved in competitive, physical activities. Index 2 consisted of four variables and appears to be measuring social/emotive characteristics. These include (a) a perceived, positive self-image, (b) a need to be with other people, (c) a dislike to being alone, and (d) an ability to express feelings of affection to others in physical and verbal ways. Index 3 appears to have

Table 10

## Factor Analysis on the Test of Attentional and Interpersonal Style: Males

Variable	Factor Structure				
	Index 1	Index 2	Index 3	Index 4	Index 5
Broad external attentional focus (BET)	.76				
Overload external stimuli (OET)			.80	.40	
Broad internal attentional focus (BIT)	.81				
Overload internal stimuli (OIT)			.76		
Reduced attentional focus (RED)				.87	
Information processing (INFP)	.79				
Behavior control (BCON)					.44
Control (CON)	.52		-.53		.57
Self-esteem (SES)		.46	-.42		
Physical orientation (P/O)	.40		-.54		
Obsessive (OBS)				.80	
Extroversion (EXT)		.78			
Introversion (INT)		-.73			
Intellectual expression (IEX)					.84
Negative affect expression (NAE)					.58
Positive affect expression (PAE)		.95			

Note: Percentage of shared variance: Index 1 = 38.0%, Index 2 = 20.4%, Index 3 = 18.1%,  
Index 4 = 14.4%, Index 5 = 9.1%

Table 11

## Factor Analysis on the Test of Attentional and Interpersonal Style: Females

<u>Variable</u>	<u>Factor Structure</u>				
	<u>Index 1</u>	<u>Index 2</u>	<u>Index 3</u>	<u>Index 4</u>	<u>Index 5</u>
Broad external attentional focus (BET)					.81
Overload external stimuli (OET)		.82			
Broad internal attentional focus (BIT)					.67
Overload internal stimuli (OIT)		.81			
Narrow attentional focus (NAR)		-.54	.47		
Reduced attentional focus (RED)			.96		
Information processing (INFP)			-.42		.75
Behavior control (BCON)		.67		.45	
Control (CON)				.83	
Self-esteem (SES)	.56			.44	
Physical orientation (P/O)				.56	
Obsessive (OBS)			.78		
Extroversion (EXT)	.82				
Introversion (INT)	-.77				
Intellectual expression (IEX)	.50			.48	
Negative affect expression (NAE)		.51		.42	
Positive affect expression (PAE)	.85				

Note: Percentage of shared variance: Index 1 = 45.1%, Index 2 = 23.1%, Index 3 = 14.7%,  
Index 4 = 10.0%, Index 5 = 7.1%

negative characteristics in that (a) there is confusion and a sense of being overloaded by environmental stimuli, (b) there is an inability to selectively integrate thoughts, (c) little control is perceived over interpersonal situations, (d) there is a perceived, negative self image, and (e) there is very little physical activity. The fourth Index(4) seems to be measuring neurotic characteristics and includes (a) being confused and overloaded by environmental information, (b) failing to include all task-relevant information, and (c) rumination. Index 5 appears to measure negative social/cognitive characteristics. These include (a) impulsive, anti-social behavior, (b) needing to be in control over interpersonal situations, (c) expressing thoughts and ideas to other people, and (d) expressing anger and negative feelings to others.

Females had similar orientations as males. However, their indices were constructed in different ways (Table 11). Index 1 seems to be measuring social/emotive characteristics. These include (a) a perceived, positive self-image, (b) a desire to be with other people, (c) a dislike of being alone (d) an ability to express thoughts and ideas to people, and (e) an ability to express feelings of affection to others. The second Index (2) appears to measure negative characteristics in that (a) there is confusion

and a feeling of being overloaded by environmental stimuli, (b) there is an inability to selectively integrate thoughts, (c) narrowing of attention is difficult, (d) there is impulsive behavior, and (e) anger and negative feelings are expressed. Index 3 is measuring neurotic characteristics which include (a) narrowing of external and internal stimuli, (b) failing to include all task-relevant information, (c) an inability to process great amounts of information, and (d) rumination. Index 4 appears to measure characteristics of both a cognitive and behavioral nature. However, their relationship is vague. They include (a) impulsivity, (b) a need to be in control of interpersonal situations, (c) a perceived, positive self-image, (d) a desire to participate in competitive, physical activities, (e) an ability to express thoughts and ideas to others, and (f) a tendency to express anger and negative feelings to other people. The last Index (5) appears to be strictly measuring cognitive characteristics which include (a) the ability to effectively integrate many external stimuli at one time, (b) the ability to think analytically, and (c) the ability to process large amounts of information at one time.

An analysis of the relationship of the individual personality profiles with conformity behavior indicated

minimal correlation. Once again, a zero-order correlation was computed between each personality profile (Index) for males and females and conformity scores (Tables 12 and 13). For males, no specific index held a significant relationship with conformity unless other indices were partialled out. Index 1, a measure of social-cognitive style, was negatively predictive of conformity when Index 2, a social-emotive style, and Index 4, a neurotically oriented style, were controlled.

As shown in Table 13 for females, only Index 5 was observed to predict conformity behavior. However, this index, which appears to be measuring a cognitive orientation, is negatively related to conformity. This ability to process both external and internal stimuli appears to allow an individual to resist conforming to peer pressure. When additional control for related personality profile variables are introduced, the relationship between Index 5 and conformity becomes positive indicating increased conformity to peer pressure.

### Summary

Results of data collected from this study tend to both confirm and deny the research hypotheses. The replication of the Toder and Marcia (1973) results was not accomplished for the female sample. In addition, their results



Table 12

Correlation of Indices of the Test of Attentional and  
Interpersonal Style with Conformity Scores: Males

<u>Index</u>	<u>Controlled Index</u>					
	<u>ZERO ORDER</u>	<u>INDEX 1</u>	<u>INDEX 2</u>	<u>INDEX 3</u>	<u>INDEX 4</u>	<u>INDEX 5</u>
Index 1	-.25	-	-.28*	-.23	-.29*	-.15
Index 2	-.02	.14	-	.10	-.04	.08
Index 3	-.12	.07	-.16	-	-.12	.07
Index 4	-.07	-.18	-.07	-.06	-	-.08
Index 5	-.24	-.13	-.25	-.21	-.24	-

\*p  $\leq$  .05

Table 13

Correlation of Indices of the Test of Attentional and  
Interpersonal Style with Conformity Scores: Females

<u>Index</u>	<u>Controlled Index</u>					
	<u>ZERO ORDER</u>	<u>INDEX 1</u>	<u>INDEX 2</u>	<u>INDEX 3</u>	<u>INDEX 4</u>	<u>INDEX 5</u>
Index 1	-.03	-	.01	-.06	.10	-.22
Index 2	-.15	-.14	-	-.24	-.11	-.19
Index 3	-.16	.17	.25	-	.19	.09
Index 4	-.11	-.14	-.04	-.15	-	-.29*
Index 5	-.26*	.33*	.29*	.23	.37*	-

\*  $p \leq .05$

could not be extended to a male population. Results of the present study indicated there were no differences in conformity behavior between identity statuses regardless of sex. There was also no difference in conformity because of sex, independent of identity status.

The ability to predict the correct identity status for males and females based on determined personality characteristics was very powerful. Males could be predicted 73% and females 68% of the time. These personality characteristics also tended to align themselves similarly in both males and females. In males, diffusion and moratorium individuals had similar characteristics as did foreclosure and achievement individuals. In females, diffusion, moratorium and achievement individuals had similar personality characteristics and foreclosure individuals were quite distinct.

The relationship between conformity and personality is quite tenuous in that very few personality characteristics were indicative of conformity for both males and females. Similarly, no specific personality profiles were predictive of conformity for males. For females, only one profile, cognitive orientation, was related to conformity behavior and was so in an inverse manner.

## CHAPTER V

### DISCUSSION

The purpose of this chapter is to deal with the conclusions, implications, theoretical issues, and directions for future research generated by this study. In particular, the discussion will be focused on three major areas: 1) the empirical data of this study and relevant conclusions, 2) the impact of this study on related research, and 3) the implications for future research in the areas of identity, personality, and conformity.

#### Discussion of Empirical Data

##### Identity and Conformity Behavior

A primary hypothesis was that there would be a replication of the results of a study by Toder and Marcia (1973) in which females could be differentiated within their identity status group by their conformity behavior. It was further hypothesized that this differentiation could be extended to males. It became important to look at this question for two reasons.

First, the increasing amount of identity status literature (Bourne, 1978b; Marcia, 1980; Matteson, 1977) was addressing the developmental aspects of identity formation and the possible distinct pathways followed

by males and females. The whole concept of Eriksonian identity formation and Marcia's operationalization of that concept was founded on the premise that males and females progress similarly through the psychosocial developmental stages. Therefore, it has been assumed both males and females would display similar behaviors according to identity status.

Second, if males and females manifest social behaviors such as conformity differently, is this a function of sex or identity status differences? The conformity literature (Cooper, 1979) is inconsistent but generally supports the conclusion that females conform more than males. But efforts to establish a "conformity personality" or "conforming identity" have been unsuccessful. Again, the question remains as to whether sex or identity status differences account for variations in social behavior.

Contrary to previous research, there was no statistical difference in the degree to which females in the four identity statuses conformed. The interaction of sex and identity also failed to produce any significant differences. This would seem to indicate that, for the social behavior of conformity as measured by the Asch technique, the particular stage of identity development

may be irrelevant. It is equally important to note that, regardless of identity status, females did not conform more than males. In actuality females had a tendency to conform less than males (females:  $\bar{X} = 2.43$ ; males:  $\bar{X} = 2.95$ ) although this difference was not statistically significant. The question remains as to whether this lack of statistical difference was due to 1) theoretical bias, 2) methodological error, or 3) insensitive psychometric techniques. The answer to this question will be addressed in a later section of this chapter.

### Identity and Personality

The issue of the relationship between identity and personality became a much more tangible area to investigate as there were a number of studies (Bourne, 1978b; Marcia, 1980) relating specific personality characteristics to specific identity statuses for both males and females. The objective in this stage of the present research was to determine if there were personality variables that were sex-specific and, if so, could the combination of these variables differentiate individuals between identity statuses. Quite clearly, this was established with the data obtained in this study.

The sample of males was described by ten personality variables. These included: 1) being able to effectively integrate many environmental stimuli, 2) being able to think analytically, 3) the ability to narrow attention, 4) being able to process a great deal of information, 5) being in control over most interpersonal situations, 6) preferring to participate in competitive physical activities, 7) being obsessive in thought processes, 8) being warm and outgoing, 9) also enjoying being alone, and 10) having a tendency to express anger and negative feelings to others.

Relative to the identity status groups, achievement and foreclosure males displayed similar degrees of the personality characteristics described and moratorium and diffused males grouped themselves in a similar manner. These groupings are inconsistent with previous research in that males have traditionally tended to group themselves according to higher (achievement and moratorium) and lower (foreclosure and diffusion) identity statuses. The groupings obtained in the present study for males were traditionally descriptive of females in their identity statuses. It may be that the variable of commitment to ideology and occupation in the achievement and foreclosure statuses provide a commonality.

The female sample was likewise described by a group of personality characteristics. However, there were only eight variables of significance for the female profile. This profile included the following: 1) being able to effectively integrate many environmental stimuli, 2) being able to think analytically, 3) making mistakes because of thinking of too many things at once, 4) being able to narrow attention from the outside world, 5) being able to process a great deal of information, 6) being in control over most interpersonal situations, 7) preferring to participate in competitive, physical activities, and 8) expressing ideas and thoughts to others.

Again, of significance to previous research in this field was the manner in which the female identity statuses tended to group themselves. Although the consistency for the female profile to group was not as great as that for the male group, the foreclosure status of females stood apart in the degree to which they could be described by the various characteristics of the personality profile. Traditionally, foreclosure females had aligned themselves with the achievement females and moratorium and diffusion females had grouped together. However, the data from the present study implies that the foreclosure group, which had also



traditionally been considered an adaptive group for females because of the familial aspects of that status, may be a distinct group in and of itself.

Regardless of the groupings involved, the ability of the personality profiles for both sexes to predict status membership was very high. Given a personality profile described above for either males or females, the specific identity status was predicted in 73% of the cases for males and in 68% of the cases for females. Thus, the personality characteristics within the profiles and the inter-relationship of the characteristics between identity statuses are very descriptive of individuals in different stages of identity development.

#### Conformity Behavior and Personality

The issue of conformity and personality was dealt with in this study in an attempt to describe a "conforming personality." If there are differences in the degree to which males and females conform, then there should be specific personality characteristics or profiles for each of those groups. The evidence to confirm this assumption from the data in this study was somewhat less than conclusive in that males and females did not significantly differ in conformity behavior. Regardless,

there were some personality characteristics of males and females individually that related to their degree of conformity.

From the two separate statistical methods used to analyze the relationship between conformity and personality, one consistent finding emerged. Conformity in an Asch-type situation was a function of the individual's ability to cognitively process and integrate environmental cues with internal thoughts and ideas. It appeared to be independent of perceptions of self-esteem or affective style. Much of this can be attributed to the process of the Asch task in that the strategy or technique is relatively sterile and void of any attitudinal interactions. It is primarily perceptual in nature but does have applicability for sake of comparison.

In this study, the interesting feature of the relationship between conformity and the personality characteristic of cognitive style is that it has inverse effects depending upon the sex of respondent. For males, having the ability to integrate external stimuli with internal thought processes appeared to help the respondent be less conforming. In females, a greater reliance on just internal thought processes tended to

increase conformity. It may be that, for this sample, non-conforming males were much more able to assess the nature of the experiment and resist conforming while females conformed because they were internally focused. This is a direct contradiction of previous research (Larsen, et al., 1979).

### General Discussion

One of the conclusions to be drawn from this study deals with the validity of the theoretical constructs implied. The validity of the identity status paradigm has been discussed in previous chapters. One of the assumptions that has persisted in the literature is the developmental process of identity formation in the Marcia (1966) framework (e.g., diffusion to foreclosure to moratorium to achievement). While this certainly may be true in some cases, there is evidence (Matteson, 1977; Raphael & Xelowski, 1980) that high school aged youth may enter the process of identity formation at a higher level and "digress" to a lower level and that this digression may be adaptive. Because of this fact, revised paradigms (Newman & Newman, 1978; Raphael & Xelowski, 1980) are being proposed that account for such components of identity as "negative identity"

and "awareness of alternatives but consciously choosing to put off commitment." The personality descriptors used in this study suggest possible inter-personal aspects of identity that may not involve commitment or crisis.

The relevance of this study in the sense of an identity status paradigm as proposed by Marcia (1966) is that it neither strengthens nor weakens that concept. The fact that conformity was not related to the identity statuses but that specific identity statuses could be differentiated according to personality characteristics implies that the paradigm may be more logically explained in psychodynamic terms. The vague relationship between personality and conformity appears to reinforce this implication in that personality is a construct like identity and is not easily transferable to overt behavior. Regardless, the overt behavioral manifestations of identity have yet to be fully and conclusively identified.

A relevant question arising from this study is the applicability of the Asch task as a psychometric technique for measuring conformity. Asch (1956) completed his study during a time of relatively low political activism when dissent was considerably stifled. The Vietnam era produced a complete reversal of that

activism for college students in terms of conformity. Conformity existed but was in an anti-establishment mode. While the late 70's and early 80's lack the fervor and anti-establishment flavor of the 60's and early 70's, it is this author's opinion that a sophistication and independence of thought remains. The inability to replicate the results of the Toder and Marcia (1973) study (peer pressure conformity) appears to be more a function of the sophistication/independence of the respondents in a task that is basically perceptually oriented. In other words, the Asch task may be outdated. It may also be as Furnham (1978) states, that:

. . . to understand the role of the natural situational variables and dynamics of conformity behavior, more field studies need to be done observing, and perhaps manipulating, conformity behavior of various types in several groups, and types of pressure as may occur naturally" (p. 1282).

#### Implications for Further Research

The applicability of the identity status paradigm has remained largely in the realm of normal behavior. Although an understanding of this phenomenon in normal human development is important, there is now a need to move the research into the realm of abnormal behavior. Regardless of the manner of movement through the identity statuses or of the subsequent categorization into a

specific identity status, it has not been conclusively determined that this movement and categorization can be positively or negatively adaptive. Individuals in each identity status appear to possess strengths and weaknesses to some degree. But there is no evidence in the identity literature that failure to adopt a specific identity status can be strongly dysfunctional.

The implications for this research seem quite clear. Therapists are continually talking of and dealing with a client's identity. Attempts have been made in almost every school of psychotherapy(except behaviorism) to define and operationalize this concept of identity. The identity status paradigm of Marcia (1966) offers a realistic operationalization of identity that, although possibly in need of broadening, has the advantage of having a great deal of research performed on normal subjects. This is in contrast to the majority of research in the clinical field which is directed at the abnormal population with little reference to normal groups. It would seem logical to extend this concept of identity status into the clinical field and begin study of those identity factors that may contribute to dysfunctional behavior.

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## APPENDICES

Table 14

Number of Subjects Within Each Age Group by Identity Status

<u>Identity Status</u>	<u>Number of Cases</u>	<u>Age (yrs.)</u>							
		<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
<u>Males</u>									
Diffusion	10	1	1	1	3	2	1	1	0
Foreclosure	10	1	3	2	0	0	3	0	1
Moratorium	10	1	0	1	4	3	0	1	0
Achievement	10	1	1	1	0	2	1	4	0
<u>Females</u>									
Diffusion	10	1	3	4	1	0	0	0	1
Foreclosure	10	3	4	0	0	2	0	1	0
Moratorium	10	1	2	3	1	2	1	0	0
Achievement	10	1	2	1	2	1	0	3	0
<hr/>									
TOTAL	80	10	16	13	11	12	6	10	2

Table 15

Number of Subjects Within Each Class by Identity Status

---

<u>Identity Status</u>	<u>Number of Cases</u>	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
<u>Males</u>					
Diffusion	10	2	1	2	5
Foreclosure	10	5	2	3	0
Moratorium	10	4	3	3	0
Achievement	10	1	4	2	3
<u>Females</u>					
Diffusion	10	4	3	3	0
Foreclosure	10	5	2	1	2
Moratorium	10	2	3	2	3
Achivement	10	4	3	2	1
<hr/>					
TOTAL	80	27	21	18	14

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Table 16

Number of Subjects Within Each Religious Preference by Identity Status

<u>Identity Status</u>	<u>Number of Cases</u>	<u>Mormon</u>	<u>Catholic</u>	<u>Jewish</u>	<u>Baptist</u>	<u>Presbyterian</u>	<u>Methodist</u>	<u>Other</u>
<u>Males</u>								
Diffusion	10	2	2	1	1	1	3	0
Foreclosure	10	7	0	1	0	1	0	1
Moratorium	10	8	1	0	0	0	0	1
Achievement	10	8	0	0	0	0	0	2
<u>Females</u>								
Diffusion	10	7	1	0	0	0	1	1
Foreclosure	10	10	0	0	0	0	0	0
Moratorium	10	7	2	0	0	0	1	0
Achievement	10	9	1	0	0	0	0	0
TOTAL	80	58	7	2	1	2	5	5



## Appendix B

### Objective Measure of Ego Identity Status (OM-EIS)

Instructions: Read each item and indicate to what degree the item corresponds or reflects your own thoughts and feelings. Indicate only one response.

1. I haven't really considered politics. They just don't excite me much.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

2. I might have thought about a lot of different things but there's never really been a decision since my parents said what they wanted.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

3. When it comes to religion I just haven't found any that I'm really into myself.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

4. My parents had it decided a long time ago what I should go into and I'm following their plans.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

5. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

6. I don't give religion much thought and it doesn't bother me one way or the other.

Strongly Agree	Moderately Agree	Agree	Disagree	Moderately Disagree	Strongly Disagree
-------------------	---------------------	-------	----------	------------------------	----------------------

7. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

8. I haven't chosen the occupation I really want to get into, but I'm working toward becoming a \_\_\_\_\_ until something better comes along.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

9. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

10. It took me a long time to decide but now I know for sure what direction to move in for a career.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

11. I really never was involved in politics enough to have to make a firm stand one way or the other.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

12. I'm not so sure what religion means to me. I'd like to make up my mind but I'm not done looking yet.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

13. I've thought my political beliefs through and realize I may or may not agree with many of my parent's beliefs.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

14. It took me awhile to figure it out, but now I really know what I want for a career.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

15. Religion is confusing to me right now. I keep changing my views on what is right and wrong to me.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

16. I'm sure it will be pretty easy for me to change my occupational goals when something better comes along.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

17. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

18. I've gone through a period of serious questions about faith and can now say I understand what I believe in as an individual.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

19. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

20. I just can't decide how capable I am as a person and what jobs I'll be right for.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

21. I attend the same church as my family has always attended. I've never really questioned why.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

22. I just can't decide what to do for an occupation. There are so many that have possibilities.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

23. I've never really questioned my religion. If it's right for my parents it must be right for me.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

24. Politics are something that I can never be to sure about because things change so fast. But I do think it's important to know what I believe in.

Strongly	Moderately	Agree	Disagree	Moderately	Strongly
Agree	Agree			Disagree	Disagree

Appendix CTEST OF ATTENTIONAL AND INTERPERSONAL STYLE

Robert M. Nideffer, Ph.D.

## INSTRUCTIONS

**USE NO. 2 PENCIL    DO NOT WRITE ON THE TEST BOOKLET**

Read each item carefully and then answer according to the frequency with which it describes you or your behavior. For example, item 1 is "When people talk to me, I find myself distracted by the sights and sounds around me."

A = NEVER  
B = RARELY  
C = SOMETIMES  
D = FREQUENTLY  
E = ALWAYS

If your answer to the first item is SOMETIMES, you would mark with a No. 2 pencil under C for item number 1. The same key is used for every item, thus each time you mark an A you are indicating NEVER, etc.

1. Please be sure to mark your name in the spaces provided at the right of the answer sheet.
2. Fill in your date of birth in the spaces provided at the bottom of the answer sheet.
3. Indicate your sex in the space provided.
4. At the bottom of the answer sheet under Grade, please indicate the number of years of schooling you have completed.

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19 CAMBRIDGE ST.

ROCHESTER, NEW YORK 14607

75 PERKELL PLACE

KITCHENER, ONTARIO

1. When people talk to me I find myself distracted by the sights and sounds around me.
2. When people talk to me I find myself distracted by my own thoughts and ideas.
3. All I need is a little information and I can come up with a large number of ideas.
4. My thoughts are limited to the objects and people in my immediate surroundings.
5. I need to have all the information before I say or do anything.
6. The work I do is focused and narrow, proceeding in a logical fashion.
7. I run back and forth from task to task.
8. I seem to work in "fits and starts" or "bits and pieces".
9. The work I do involves a wide variety of seemingly unrelated material and ideas.
10. My thoughts and associations come so rapidly I can't keep up with them.
11. The world seems to be a booming buzzing brilliant flash of color and confusion.
12. When I make a mistake it is because I did not wait to get all of the information.
13. When I make a mistake it is because I waited too long and got too much information.
14. When I read it is easy to block out everything but the book.
15. I focus on one small part of what a person says and miss the total message.
16. In school I failed to wait for the teachers' instructions.
17. I have difficulty clearing my mind of a single thought or idea.
18. I think about one thing at a time.
19. I get caught up in my thoughts and become oblivious to what is going on around me.
20. I theorize and philosophize.
21. I enjoy quiet, thoughtful times.
22. I would rather be feeling and experiencing the world than my own thoughts.
23. My environment is exciting and keeps me involved.
24. My interests are broader than most people's.
25. My interests are narrower than most people's.
26. It is easy for me to direct my attention and focus narrowly on something.

27. It is easy for me to focus on a number of things at the same time.
28. It is easy for me to keep thoughts from interfering with something I am watching or listening to.
29. It is easy for me to keep sights and sounds from interfering with my thoughts.
30. Happenings or objects grab my attention.
31. It is easy for me to keep my mind on a single thought or idea.
32. I am good at picking a voice or instrument out of a piece of music that I am listening to.
33. With so much going on around me, it's difficult for me to think about anything for any length of time.
34. I am good at quickly analyzing complex situations around me, such as how a play is developing in football or which of four or five kids started a fight.
35. At stores I am faced with so many choices I can't make up my mind.
36. I spend a great deal of my time thinking about all kinds of ideas I have.
37. I figure out how to respond to others by imagining myself in their situation.
38. In school I would become distracted and didn't stick to the subject.
39. When I get anxious or nervous my attention becomes narrow and I fail to see important things that are going on around me.
40. Even though I am not hungry, if something I like is placed in front of me, I'll eat it.
41. I am more of a doing kind of person than a thinking one.
42. In a room filled with children or out on a playing field, I know what everyone is doing.
43. It is easy for me to keep my mind on a single sight or sound.
44. I am good at rapidly scanning crowds and picking out a particular person or face.
45. I have difficulty shifting back and forth from one conversation to another.
46. I get confused trying to watch activities such as a football game or circus where a number of things are happening at the same time.
47. I have so many things on my mind that I become confused and forgetful.
48. On essay tests my answers are (were) too narrow and don't cover the topic.
49. It is easy for me to forget about problems by watching a good movie or by listening to music.

50. I can't resist temptation when it is right in front of me.
51. In games I make mistakes because I am watching what one person does and forget about the others.
52. I can plan several moves ahead in complicated games like bridge and chess.
53. In school I was not a "thinker".
54. In a roomful of people I can keep track of several conversations at the same time.
55. I have difficulty telling how others feel by watching them and listening to them talk.
56. People have to repeat things to me because I become distracted by irrelevant sights or sounds around me.
57. I make mistakes because I try to do too many things at once.
58. I am good at analyzing situations and predicting in advance what others will do.
59. On essay tests my answers are (were) too broad, bringing in irrelevant information.
60. People fool me because I don't bother to analyze the things that they say; I take them at face value.
61. I would much rather be doing something than just sitting around thinking.
62. I make mistakes because my thoughts get stuck on one idea or feeling.
63. I am constantly analyzing people and situations.
64. I get confused at busy intersections.
65. I am good at glancing at a large area and quickly picking out several objects, such as in those hidden figure drawings in children's magazines.
66. I get anxious and block out everything on tests.
67. Even when I am involved in a game or sport, my mind is going a mile a minute.
68. I can figure out how to respond to others just by looking at them.
69. I have a tendency to get involved in a conversation and forget important things like a pot on the stove, or like leaving the motor running on the car.
70. It is easy for me to bring together ideas from a number of different areas.
71. Sometimes lights and sounds come at me so rapidly they make me lightheaded or dizzy.
72. People have to repeat things because I get distracted by my own irrelevant thoughts.



98. I am socially self-confident when talking in front of large groups.
99. I am socially self-confident when talking with the opposite sex.
100. I express my anger.
101. I dated in high school.
102. People think I am a clown.
103. I get mad and express it.
104. I get down on myself.
105. I was one of the smartest kids in school.
106. I am a good person.
107. My feelings are intense.
108. I need to help others.
109. I need to be liked.
110. I enjoy planning for the future.
111. I wish I lived in a different time.
112. I feel guilty.
113. I feel ashamed.
114. I am seen as a cold person by others.
115. I am a good mixer.
116. I am socially outgoing.
117. I have difficulty waiting for good things to happen.
118. I peeked at Christmas time.
119. When I am angry I lose control and say things that sometimes hurt others.
120. I have been angry enough that I physically hurt someone.
121. At dances or parties I find a corner and avoid the limelight.
122. I acted in dramatic productions in high school and/or college.
123. In school the kids I hung around with were athletes.

73. People pull the wool over my eyes because I fail to see when they are obviously kidding by looking at the way they are smiling or listening to their joking tone.
74. I can spend a lot of time just looking at things with my mind almost a complete blank except for reflecting the things that I see.
75. I sometimes confuse others because I tell them too many things at once.
76. I engage in physical activity.
77. People describe me as serious.
78. I sit alone listening to music.
79. People take advantage of me.
80. I keep my thoughts to myself.
81. I keep my feelings to myself.
82. I am good at getting my own way.
83. I like to argue.
84. Others see me as a loner.
85. I talked a lot in class when I was in school.
86. I enjoy intellectual competition with others.
87. I enjoy individual athletic competition.
88. I compete(d) athletically.
89. I physically express my feelings of affection.
90. I compete with myself intellectually.
91. I compete with myself physically.
92. I enjoy activities with danger or an element of the unknown in them.
93. I express my opinions on issues.
94. I can keep a secret.
95. When I believe deeply in something I find I am a poor loser and unable to compromise.
96. I am socially self-confident when interacting with those who are like myself.
97. I am socially self-confident when interacting with authority figures.

- 124. In school the kids I hung around with were intellectuals.
- 125. In school the kids I hung around with were popular.
- 126. In school the kids I hung around with were outcasts or loners.
- 127. People trust me with their secrets.
- 128. I am in control in interpersonal situations.
- 129. I fought in school.
- 130. I have used illegal drugs.
- 131. In groups I am one of the leaders.
- 132. People admire me for my intellect.
- 133. People admire me for my physical ability.
- 134. People admire me for my concern for others.
- 135. People admire me for my social status.
- 136. I ran for class offices in school.
- 137. I feel as though I am a burden to others.
- 138. People see me as an angry person.
- 139. I see myself as an angry person.
- 140. I have a lot of energy for my age.
- 141. I am always on the go.
- 142. I cut school in high school.
- 143. I have engaged in activities that could get me in trouble with the police.
- 144. I guess you could call me a poor loser.

Appendix DStandard and Comparison Lines  
For the Asch Conformity Task

(Confederates responses are underlined)

Trial	Length of Standard	Length of Comparison Lines		
a*	10	8 3/4	10	8
b	2	<u>2</u>	1	1 1/2
1#	3	<u>3 3/4</u>	4 1/4	3
2	5	5	<u>4</u>	6 1/2
c	4	3	5	<u>4</u>
3	3	<u>3 3/4</u>	4 1/4	3
4	8	6 1/4	8	<u>6 3/4</u>
5	5	5	<u>4</u>	6 1/2
6	8	6 1/4	8	<u>6 3/4</u>
d	10	8 3/4	<u>10</u>	8
e	2	<u>2</u>	1	1 1/2
7	3	<u>3 3/4</u>	4 1/4	3
8	5	5	<u>4</u>	6 1/2
f	4	3	5	<u>4</u>
9	3	<u>3 3/4</u>	4 1/4	3
10	8	6 1/4	8	<u>6 3/4</u>
11	5	5	<u>4</u>	6 1/2
12	8	6 1/4	8	<u>6 3/4</u>

\*Letters of the first column designate "neutral trials", or trials to which the confederates respond correctly.

#The numbered trials are the "critical" trials, or the trials to which the confederates respond incorrectly.

Appendix E  
Release of Information

Utah State University  
Investigation of Cognitive Behaviors  
Department of Psychology  
College of Education

I hereby give my consent to participate in this study of cognitive behaviors. I understand that any identifying information about me will be held in confidence by the experimenter and will be destroyed upon the completion of the research. A summary of the results of this investigation will be made available to me from the Psychology Department secretary by September 1, 1981. I have been informed of the nature of the study and understand that I am free to withdraw my consent to participate at any time.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Appendix FInstructions to Participants for Experimental Treatment

"THIS IS A TASK INVOLVING THE DISCRIMINATION OF LENGTHS OF LINES. BEFORE YOU IS A PAIR OF CARDS. ON THE LEFT IS A CARD WITH ONE LINE; THE CARD AT THE RIGHT HAS THREE LINES DIFFERING IN LENGTH; THEY ARE NUMBERED 1, 2, AND 3, IN ORDER. ONE OF THE THREE LINES AT THE RIGHT IS EQUAL TO THE STANDARD LINE AT THE LEFT -- YOU WILL DECIDE IN EACH CASE WHICH IS THE EQUAL LINE. YOU WILL STATE YOUR JUDGMENT IN TERMS OF THE NUMBER OF THE LINE. THERE WILL BE 18 SUCH COMPARISONS IN ALL.

AS THE NUMBER OF COMPARISONS IS FEW AND THE GROUP SMALL, I WILL CALL UPON EACH OF YOU IN TURN TO ANNOUNCE YOUR JUDGMENTS, WHICH I SHALL RECORD HERE ON A PREPARED FORM. PLEASE BE AS ACCURATE AS POSSIBLE. GIVE ME YOUR ESTIMATES IN ORDER, STARTING AT MY RIGHT AND PROCEEDING TO MY LEFT IN THE FIRST ROW, BACK TO THE SECOND ROW AND ACROSS TO MY RIGHT."

## VITA

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